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Classroom Critters

Developing Our Writing Skills

Including:

Writing Skills - What Do We Know?
How to Gather Our Information - Jot Notes
Capitalize it Properly
What Did You Eat Today?
Is This a Complete Thought?
Let's Go Back and Check
Reporting On . . .

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A Unit for Grade 2

Written by:

Joanne Instance, Donna Cox (Project Leader)

Length of Unit: approximately: 11.8 hours

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Classroom Critters
Developing Our Writing Skills A Unit for Grade 2

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The Arts, Grades 1-8

Health & Physical Education, Grades 1-8

Language, Grades 1-8

and to the many writers from District School Boards across the province.

A Unit for Grade 2
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This unit was written using the Curriculum Unit Planner, 1999-2001, which was developed in the province of Ontario by the Ministry of Education. The Planner provides electronic templates and resources to develop and share units to help implement the Ontario curriculum. This unit reflects the views of the developers of the unit and is not necessarily those of the Ministry of Education. Permission is given to reproduce this unit for any non-profit educational purpose. Teachers are encouraged to copy, edit, and adapt this unit for educational purposes. Any reference in this unit to particular commercial resources, learning materials, equipment, or technology does not reflect any official endorsements by the Ministry of Education, school boards, or associations that supported the production of this unit.

Task Context

Everyone likes to investigate. In this unit, students investigate animals, specifically how an animal grows and adapts to its environment. Students use this knowledge in writing a report about the characteristics of an animal of their choice, focusing on the animal's appearance, habitat, food, young, and enemies. The written report emphasizes skills in organizing collected research, learning how to make jot notes when gathering information, using capitals and commas, as well as writing complete sentences. Students also develop their editing skills. Finally, students apply this knowledge to constructing a diorama to accompany their report.

Task Summary

This unit teaches students a range of skills and tasks to help them communicate clearly and logically in writing. By completing this unit, students develop their written communication skills. Students learn the conventions of language by using simple sentences organized by topic to communicate their ideas. They practise using capital letters to begin sentences and learn to apply capitals for proper nouns. They will learn to use commas to separate items in a list and use vocabulary appropriate for the Growth and Changes in Animals strand of Science and Technology. By linking this Science and Technology strand, students can apply the skills they are learning. Students sort and classify information, and clarify their ideas by editing and revising the information they have researched. Finally, students communicate and use their knowledge of visual elements to enhance their written work. In the Culminating Task, students write a report using the information they have gathered and create a visual presentation in the form of a diorama.

Culminating Task Assessment

Students produce a diorama and a written report about the patterns of growth and change of a specific animal. The students gather their information in jot note form under the topic headings, and use a graphic organizer to assist in collecting their information. The students create a report in complete sentences and in good copy. Students then create dioramas using construction paper and modelling clay. The teacher assesses students using a rubric and rating scale that is introduced and discussed with students prior to the Culminating Task.

Links to Prior Knowledge

Students should be able to:
1. write a simple but complete sentence;
2. use a period at the end of each sentence;
3. have phonetic knowledge to sound out unfamiliar words when reading;
4. print legibly, leaving spaces between words;
5. read simple written materials independently;
6. use phonics to spell unfamiliar words;
7. work independently;
8. cooperate with others and share resources.

Considerations

Notes to Teacher

1. This Elementary Curriculum Unit has been written by a team of teachers for use by other teachers. It represents the approach they took to help students achieve the knowledge and skills described in the curriculum expectations. It is expected that teachers delivering the unit will use their professional judgement in tailoring the teaching/learning to meet the needs and interests of their students and their communities. Teachers may choose to use all or part of the unit, use additional or different resources, develop additional subtasks, and/or use these units as a stimulus to develop their own units.

The times provided by the writers for the unit and each subtask are only approximations. Teachers should adjust the task times in consideration of the needs and interests of their students and the organization of program in their school.

Each unit subtask contains strategies for teaching/learning and assessment, as well as assessment recording devices. Teachers may wish to adjust strategies based on their particular situations. Where strategies are changed, corresponding changes must be made to assessment recording devices.

2. Some activities in the unit may require written communication with parents and guardians to provide information, receive permission or request assistance. Teachers must follow school and board policies and procedures when communicating with parents and guardians.

3. This unit is best taught later in the year to allow students to develop their reading skills to a higher independent reading level, which in turn facilitates the research process.

4. The lessons are based around collecting information about a classroom pet. The teacher may provide a common stuffed animal (e.g., cat, dog) as an alternative to a real classroom pet. Note: Teachers should follow school and board health and safety policies about pets in the classroom.

5. The list of resources provided is only a suggested list. The teacher may supplement his/her own resources by visiting the school or local libraries, or by using the Internet. Resources should be collected in advance and made available in the classroom.

6. The teacher should keep a word wall or experience charts to immerse students in the vocabulary for this unit.

7. Times provided are only an approximation. The teacher should use his/her own discretion in determining the time needed for each lesson.

8. Depending on the reading ability of the class, teachers may use reading buddies from a junior grade to assist students in reading the information they are researching.

9. There are many opportunities for assessment in this unit. The assessment tools are only suggestions.

Adaptations
Adaptations include adjustments for exceptional pupils, students with special education needs, and/or ESL/ELD students. Teachers should consult students' Individual Educational Plans (IEP) for specific directions on required accommodations and/or modifications. Use the Teacher Companion (see Ontario Curriculum Unit Planner) to browse, copy, or bookmark Special Education and ESL/ELD strategies.
In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.
Students who are identified in the Language area may need accommodations to this writing unit. These accommodations should follow their IEP.
ESL students may require additional support in acquiring the vocabulary for this unit. Students may write key words or use picture clues to support their understanding. The teacher should help ESL students understand by providing a lot of oral discussion and visual supports.

1 Writing Skills - What Do We Know?

Our Classroom Pet

The pre-knowledge assessment is conducted in three sections, each 40-minutes long.

In the first part, the teacher checks for prior knowledge of writing complete sentences and organizing information into topics of study. The teacher and students select an imaginary class pet and discuss and share knowledge about this class pet. Discussion focuses on the topics of appearance, habitat, food, enemies, and young. Students then complete a worksheet that focuses on organizing the information into topic headings.

In the second part, students take information recorded in point form and write complete sentences using appropriate conventions for this grade.

In the third part, the teacher uses a strategy that will assess prior knowledge about sentence structure, capitalization and punctuation. The teacher presents a paragraph lacking capitalization and punctuation. Students edit a paragraph independently using correct capitalization, punctuation, and sentence structure.

2 How to Gather Our Information - Jot Notes

Students are taught how to take jot notes from material they read. The teacher provides the class with a worksheet containing information about the appearance of their imaginary class pet. The teacher and class read the paragraph sentence by sentence, taking jot notes on chart paper. Students then demonstrate their knowledge of this skill by taking jot notes from a second paragraph about the enemies of the class pet.

3 Capitalize it Properly

The teacher makes cards that each contain a proper noun (e.g., place, street, name, month, books, titles, date, etc.) Students each get a card and sort themselves by common attributes. The teacher then distributes a worksheet containing many proper nouns that have not been capitalized. Students sort and classify the proper nouns independently, applying capital letters as needed.

4 What Did You Eat Today?

Students learn how to use the comma to separate items in a list. The teacher and students make a list of the things the classroom pet eats. The teacher then instructs students on how to put this information into sentences, using the comma. The class writes a brief paragraph together, using commas where necessary. As a follow-up, students write a brief paragraph (three to five sentences) about the foods they ate for breakfast, snack, and lunch, and mark the location of the commas.

5 Is This a Complete Thought?

This subtask is divided into two parts. First the teacher provides students with samples of sentence fragments and complete sentences about the classroom pet and its habitat. Students participate in a Think/Pair/Share activity in which they read the word sequences and sort them according to whether they are complete sentences or fragments.

In the second part, the teacher provides students with jot notes about the imaginary classroom pet and its young. Students use the jot notes in writing a short paragraph with complete sentences.

6 Let's Go Back and Check

Students edit the paragraphs they wrote in Subtask 5. The teacher provides the rough draft of a short paragraph of writing as an overhead. Using an editing checklist (BLM 6.1), the teacher and students go through the editing process. Students then repeat the process using the paragraphs about the classroom pet they wrote the previous day.

7 Reporting On . . .

Students produce a diorama and a written report about the patterns of growth and change of a specific animal. The students gather their information in jot note form under the topic headings, and use a graphic organizer to assist in collecting their information. The students create a report in complete sentences and in good copy. Students then create dioramas using construction paper and modelling clay. The teacher assesses students using a rubric and rating scale that is introduced and discussed with students prior to the Culminating Task.

Description

Our Classroom Pet

The pre-knowledge assessment is conducted in three sections, each 40-minutes long.

In the first part, the teacher checks for prior knowledge of writing complete sentences and organizing information into topics of study. The teacher and students select an imaginary class pet and discuss and share knowledge about this class pet. Discussion focuses on the topics of appearance, habitat, food, enemies, and young. Students then complete a worksheet that focuses on organizing the information into topic headings.

In the second part, students take information recorded in point form and write complete sentences using appropriate conventions for this grade.

In the third part, the teacher uses a strategy that will assess prior knowledge about sentence structure, capitalization and punctuation. The teacher presents a paragraph lacking capitalization and punctuation. Students edit a paragraph independently using correct capitalization, punctuation, and sentence structure.

Expectations

2e6	• revise and edit written work, focusing on specific features (e.g., sequence of ideas), with assistance from the teacher;
2e8	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
2e7	• use and spell correctly the vocabulary appropriate for this grade level;

Groupings

Students Working As A Whole Class
Students Working Individually

Teaching / Learning Strategies

Brainstorming
Classifying
Discussion
Mnemonic Devices

Assessment

Pre-assessment activities

The teacher first assesses students on their ability to classify information under correct headings and records the students' level of knowledge and skill anecdotally. The teacher should also consider and document the students' level of participation in an anecdotal format.

The teacher then assesses students anecdotally as they demonstrate their knowledge in writing complete sentences from jot note form.

Finally, the teacher assesses students as they demonstrate their knowledge of the editing process and records performance using anecdotal records as well as a checklist completed by students to record specific editing skills.

Assessment Strategies
Observation

Assessment Recording Devices
Anecdotal Record

Teaching / Learning

1. In part 1, the class gathers to brainstorm about the imaginary class pet (i.e., where it lives, what it eats, its enemies, its appearance, and its young). Students ask questions, share knowledge, and offer opinions.

2. The teacher should prepare ahead an experience chart for each topic of discussion: Habitat, Young, Enemies, Appearance, and Food. The teacher guides the students' discussion and helps them make decisions about the information and about which headings the information could be recorded under. The teacher then provides students with BLM 1.1, All About Cuddles, and has them independently number information about Cuddles, their classroom pet, according to the appropriate sub-topic.

3. In the second part, the teacher talks to students about their results and records the information on the experience charts around the classroom.

4. When all charts contain three pieces of information, students transfer the information from point form to sentence format.

5. In the final part, students edit BLM 1.2, We Love Cuddles. The teacher should first read the paragraph with the class a few times to assist them with any unfamiliar words. Students then use a coloured pencil and an editing checklist to assist them in making their revisions.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Students who struggle in the area of oral language may need additional time to process information and provide oral responses. They may benefit from rehearsing correct responses or receiving instructional prompts before a question is given in class.

Some students may require someone to scribe for them as they copy their information under the correct headings. They may benefit from reciting the information in sentence form instead of writing it. The teacher may provide additional time for the written task or reduce the amount of information required in their advance organizer. When editing, students may benefit from focusing on one writing skill at a time.

Resources

BLM 1.1 All About Cuddles	BLM_1.1_AllAboutCuddles.cwk
BLM 1.2 We Love Cuddles	BLM_1.2_WeLoveCuddles.cwk
markers	1 pack
SCOPE editing chart	1
chart paper	1 pack

Notes to Teacher

The teacher should limit the amount of information collected to no more than three pieces per heading. The written paragraph about an animal should be three to five sentences in length. When editing, students should use coloured pencils to make their revisions. This unit uses an editing chart. Students should have access to the editing checklist (see BLM 6.1). This chart should be made prior to the unit, and students should be familiar with the acronym and what each letter stands for.

Teacher Reflections

Description

Students are taught how to take jot notes from material they read. The teacher provides the class with a worksheet containing information about the appearance of their imaginary class pet. The teacher and class read the paragraph sentence by sentence, taking jot notes on chart paper. Students then demonstrate their knowledge of this skill by taking jot notes from a second paragraph about the enemies of the class pet.

Expectations

2e34 – restate information in a short non-fiction text in their own words;

Groupings

Students Working As A Whole Class
Students Working In Pairs

Teaching / Learning Strategies

Discussion
Practice And Drill
Read Along

Assessment

The teacher observes the students' level of participation in the group activity and records anecdotally. Partners complete the task using paper and pencil. The student work is scored based on the number of correct jot notes created.

Assessment Strategies

Observation

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

1. The teacher and students discuss the appearance of their class pet.

2. Following the discussion, the teacher and students read together a paragraph provided on the blackboard or as an overhead transparency about the appearance of the classroom critter.

3. When the students are familiar with the information, the teacher reads the paragraph one sentence at a time, getting students to provide the information in jot note form. As students provide the words or phrases, the teacher records them on chart paper as a list.

4. When the list is completed, the class reads a second paragraph together (BLM 2.1, Rabbit Enemies).

5. Students then work in pairs to create jot notes from the information given in the paragraph.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Students may require additional time for processing information and responding during discussion. The teacher may wish to provide instructional prompts so that students are aware of the expectations and can rehearse oral

responses before being questioned.
A student who is having difficulty reading should be paired with a student who can easily read the paragraph. This student may also dictate for the partner in recording the jot notes.

Resources

BLM 2.1 Rabbit Enemies	BLM_2.1_RabbitEnemies.cwk
markers	1 pack
chart paper	1 pack

Notes to Teacher

The teacher should provide a paragraph of approximately six sentences.

Teacher Reflections

Description

The teacher makes cards that each contain a proper noun (e.g., place, street, name, month, books, titles, date, etc.) Students each get a card and sort themselves by common attributes. The teacher then distributes a worksheet containing many proper nouns that have not been capitalized. Students sort and classify the proper nouns independently, applying capital letters as needed.

Expectations

2e15 – use capital letters for proper nouns (e.g., holidays, place names, titles);

Groupings

Students Working Individually
Students Working As A Whole Class

Teaching / Learning Strategies

Word Sort (sorting And Predicting)
Workbook/work Sheets

Assessment

The teacher observes each student's level of cooperation, decision-making, and independent thinking, and records in anecdotal form. A Checklist is used to record ability to sort and categorize nouns, and using capitals appropriately.

Assessment Strategies

Observation

Assessment Recording Devices

Anecdotal Record
Checklist

Teaching / Learning

1. The teacher should prepare, in advance, word cards that each contain a proper noun. There should be enough for every student in the classroom.

2. The teacher distributes one card to each student.

3. Students then mingle, read, and discuss the noun cards of other students, and sort themselves into groups of common attributes (e.g. people, places, dates, months, etc.) Students should group themselves as they see fit and problem-solve as they go through the decision-making process of examining their attributes.

4. When students have grouped themselves, they take turns telling the others why they feel they should be together. The teacher puts these headings on the board and guides them in their categorization titles.

5. In the final task, students independently complete BLM 3.1, Sorting and Categorizing Nouns.

6. The teacher should assess each student's level of interaction and cooperation in the sorting activity as well as his/her proficiency in completing the Black Line Master.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Students who have difficulty reading may be partnered with another student. The teacher may read the worksheet aloud with students, having them classify each noun. The teacher may scribe for the student or put the words in a word bank on a computer to assist those who have difficulty with fine motor skills or organization.

Resources

BLM 3.1 Sorting and Classifying Nouns	BLM_3.1_SortClassifyNouns.cwk
Proper Noun Cards	1

Notes to Teacher

Teacher Reflections

Description

Students learn how to use the comma to separate items in a list. The teacher and students make a list of the things the classroom pet eats. The teacher then instructs students on how to put this information into sentences, using the comma. The class writes a brief paragraph together, using commas where necessary. As a follow-up, students write a brief paragraph (three to five sentences) about the foods they ate for breakfast, snack, and lunch, and mark the location of the commas.

Expectations

2e16 – use a comma correctly to separate items in a list, in dates, and in addresses;

2e1 • communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g., write a paragraph describing a trip to the farm for classmates);

2e21 – use words from their oral vocabulary, personal word lists, and class lists compiled through brainstorming;

Groupings

Students Working Individually
Students Working As A Whole Class

Teaching / Learning Strategies

Brainstorming
Workbook/work Sheets

Assessment

The teacher observes the students' level of participation in the brainstorming activity. In the performance task, students apply their knowledge of commas in a brief expository statement of what they ate today. Both activities are assessed anecdotally.

Assessment Strategies

Observation

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

1. The teacher and students work as a group in brainstorming a list of what their classroom pet eats.

2. The teacher records this list in jot note form on chart paper.

3. The teacher then instructs students on how to use a comma to write a sequence of items in a sentence.

4. The class writes a brief paragraph together, using a coloured marker to show the location of the commas in each sentence.

5. As a follow-up, students demonstrate their understanding by writing a brief paragraph about the foods they ate for breakfast, snack, and lunch. They use a coloured pencil to mark the location of each comma.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Some students who are identified may need someone to scribe their ideas for them. The student can then edit the sentence, using a coloured pencil to apply the commas. Students having difficulty with word recall or vocabulary development may use a word bank to assist them in generating sentences about what they have eaten during the day.

Resources

Chart Paper	
markers	1 pack
red coloured pencil	1
notebook	1

Notes to Teacher

Teacher Reflections

Description

This subtask is divided into two parts. First the teacher provides students with samples of sentence fragments and complete sentences about the classroom pet and its habitat. Students participate in a Think/Pair/Share activity in which they read the word sequences and sort them according to whether they are complete sentences or fragments.

In the second part, the teacher provides students with jot notes about the imaginary classroom pet and its young. Students use the jot notes in writing a short paragraph with complete sentences.

Expectations

2e34 – restate information in a short non-fiction text in their own words;

Groupings

Students Working In Pairs
Students Working Individually

Teaching / Learning Strategies

Think / Pair / Share
Workbook/work Sheets

Assessment

The rating scale is based on the performance task of transforming jot notes into complete sentences. The teacher assesses students on whether they can write complete sentences of varied length, and beginning with varied vocabulary (see BLM 5.2).

Assessment Strategies

Conference
Observation

Assessment Recording Devices

Rating Scale

Teaching / Learning

1. In the first task, students participate in a Think/Pair/Share activity with a partner (see Notes to Teacher).

2. The teacher provides each pair with BLM 5.1, Baby Rabbits containing samples of sentence fragments and complete sentences about the classroom pet and its habitat.

3. Together, students sort the samples, marking "F" for fragment and "C" for complete sentence. During the Think/Pair/Share activity, the teacher should confer with each pair to ensure students are on track and can identify a sentence fragment and a complete sentence. Students who are having difficulty may require more examples and explanations of the two before moving on to the independent activity.

4. Students orally make sentence fragments into complete sentences.

5. Once the Think/Pair/Share activity is complete, the teacher may want to post the sentence fragments and the complete sentences for reference at a later time.

6. In the second task, students use BLM 5.1, Baby Rabbits to develop complete sentences and write a

paragraph about baby rabbits.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Students who struggle in the area of written language may find it easier to use the computer for their word processing. They could also be given sentence fragments and be asked to provide complete sentence answers orally. Some students may be more successful if asked to unscramble the words to form a complete sentence instead of being provided the vocabulary to form the sentence.

Resources

BLM 5.1 Baby Rabbits - written paragraph	BLM_5.1_BabyRabbitParagraph.cwk
BLM 5.2 Written paragraph rating scale	BLM_5.2_ParaRatingScale.cwk
chart paper	1

Notes to Teacher

The Think/Pair/Share activity is a strategy whereby students think alone for a period of time (5 to 10 minutes) in response to a task or questions assigned. In this case, students read the sentences and independently make decisions on whether the sentences are complete thoughts or fragments. When they have had a sufficient amount of time, students work in pairs to discuss their thoughts and whether they agree or disagree with each other's decision. In pairs, students can offer their opinions and explain the reasons for the selections if they differ. When students have had time to complete this process, they share their responses with the rest of the class. Students can decide as a class how the sentences should be grouped (e.g., sentences versus fragments).

Teacher Reflections

Description

Students edit the paragraphs they wrote in Subtask 5. The teacher provides the rough draft of a short paragraph of writing as an overhead. Using an editing checklist (BLM 6.1), the teacher and students go through the editing process. Students then repeat the process using the paragraphs about the classroom pet they wrote the previous day.

Expectations

2e6	• revise and edit written work, focusing on specific features (e.g., sequence of ideas), with assistance from the teacher;
2e7	• use and spell correctly the vocabulary appropriate for this grade level;
2e8	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
2e15	– use capital letters for proper nouns (e.g., holidays, place names, titles);
2e20	– begin to use resources (e.g., personal dictionary, classroom-displayed vocabulary) to confirm spelling;

Groupings

Students Working As A Whole Class
Students Working Individually

Teaching / Learning Strategies

Demonstration
Writing Process

Assessment

The students' paragraphs are the performance task for this lesson. The teacher uses a checklist of skills to determine the students' ability to edit written information. The checklist follows the SCOPE editing strategy.

Assessment Strategies

Performance Task
Observation

Assessment Recording Devices

Checklist

Teaching / Learning

1. The teacher prepares a paragraph of information containing omissions in punctuation and capitalization.

2. The teacher provides a spelling list of words related to the activity for students to use in editing.

3. The teacher reviews the editing process.

4. The class goes through the process of orally editing the paragraph. Using the overhead projector, the teacher marks the revisions in coloured marker on the overhead acetate.

5. Students then individually demonstrate their knowledge of the process by editing the paragraphs they wrote yesterday about the classroom pet and its young. They use the Editing Checklist (BLM 6.1) and check each element as they go through the editing process. Encourage students to refer to classroom dictionaries and other resources.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Students may need peer readers to read the paragraph to them. They may also benefit from limiting the editing

task to one item at a time (e.g., capitals) and providing direct feedback for this item alone. Depending on the students' success, the teacher could provide the next item for editing or provide further examples and opportunities to practise the first item.

Resources

BLM 6.1 Editing Checklist	BLM_6.1_EditingChecklist.cwk
overhead transparency	2
overhead markers	4
editing chart	1
coloured pencils	4
Dictionary	
overhead projector	1

Notes to Teacher

Teacher Reflections

Description

Students produce a diorama and a written report about the patterns of growth and change of a specific animal. The students gather their information in jot note form under the topic headings, and use a graphic organizer to assist in collecting their information. The students create a report in complete sentences and in good copy. Students then create dioramas using construction paper and modelling clay. The teacher assesses students using a rubric and rating scale that is introduced and discussed with students prior to the Culminating Task.

Expectations

2a28	• produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to familiar audiences;
2s22	– describe the life processes of an animal that they have observed (e.g., the eating habits, movement, rest patterns, and breathing of a mealworm);
2s15 A	– use appropriate vocabulary in describing their investigations, explorations, and observations (e.g., use the words egg, caterpillar, larva, chrysalis, and adult in describing the metamorphosis of a butterfly);
2e21	– use words from their oral vocabulary, personal word lists, and class lists compiled through brainstorming;
2s13	– ask questions about and identify some needs of different animals with which they are familiar, and explore possible answers to these questions and ways of meeting these needs (e.g., examine different kinds of teeth and explain how their shape enables an animal to bite, tear, or grind its food);
2e20	– begin to use resources (e.g., personal dictionary, classroom-displayed vocabulary) to confirm spelling;
2e16 A	– use a comma correctly to separate items in a list, in dates, and in addresses;
2e15 A	– use capital letters for proper nouns (e.g., holidays, place names, titles);
2e8 A	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
2e7 A	• use and spell correctly the vocabulary appropriate for this grade level;
2e6	• revise and edit written work, focusing on specific features (e.g., sequence of ideas), with assistance from the teacher;
2e5	• use some materials from other media (e.g., collage) to enhance their writing;
2e2 A	• organize ideas in a logical sequence (e.g., write stories that have a beginning, middle, and end);
2e1 A	• communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g., write a paragraph describing a trip to the farm for classmates);
2e34	– restate information in a short non-fiction text in their own words;

Groupings

Students Working Individually

Teaching / Learning Strategies

Advance Organizer
Classifying
Model Making
Research Process
Writing Process

Assessment

A rating scale checklist is attached for evaluating the diorama (BLM 7.2). The teacher should use this evaluation under the category of Visual Arts. The rubric is used in assessing the written component of the research project.

Assessment Strategies

Performance Task
Exhibition/demonstration
Conference

Assessment Recording Devices

Rubric
Rating Scale

Teaching / Learning

1. The teacher provides an organizer (BLM 7.1) in advance to assist students in collecting their information.

2. The teacher gives students four 40-minute classes to collect information from classroom resources, the school library, resources brought from home, or possibly the Internet.

3. Students classify the information under the correct headings and enter it in jot note form on the graphic organizer.

4. When students have collected their information, the teacher gives them two 40-minute periods to write each topic in complete sentences in their notebooks.

5. Students should then individually edit their information, using the coloured pencils as previously instructed. The teacher confers with each student before the final draft is started.

6. After conferring with the teacher, the teacher gives students 40 minutes to put their rough drafts into good copy.

7. The teacher gives students 60 minutes to create a diorama using construction paper and modelling clay.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Students may benefit from the use of a text-to-speech software program to read the information to students. The text-to-speech program can read the text for these students, allowing them to hear the information as opposed to having them read the material. Students can then enter their research on the graphic organizer in point form or retell the information to another student or teacher, who could then print the information for them. Students may require assistance in each step of the editing process or may need a peer to assist them in editing their rough drafts. Students who have difficulty in the area of written language may benefit from leaving their information in jot note form and orally presenting their research.

Resources

Research Report	
BLM 7.1 Graphic Organizer	BLM_7.1_GraphicOrganizer.cwk
BLM 7.2 Assessment for Diorama	BLM_7.2_DioramaAssessment.cwk
Bears	Deborah Hodge
Welcome to the World of Bears	Daine Swanson
Animals under the Ground	Allan Fowler
Screech! A Book about Bats	Melvin and Gilda Berger
Rabbits	Sharon Sharth
Deer, Moose, Elk and Caribou	Deborah Hodge

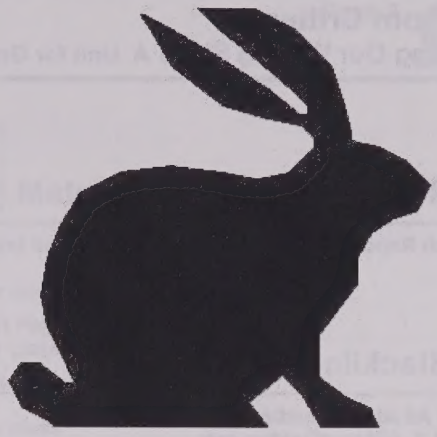
The Journey of a Whale	Carolyn Scrace
Welcome to the World of Skunks	Diane Swanson
Brrr! A Book About Polar Animals	Melvin and Gilda Berger
Moose	Diane Swanson
Going on a Whale Watch	Bruce McMillan
Whales	Deborah Hodge
Wolves	Michael George
Animal Homes	Barbara Taylor
What is a Rodent?	Bobbie Kalman
Amphibian	Dr. Barry Clarke
Chomp! A Book about Sharks	Melvin Berger
How Do Animals Adapt?	Bobbie Kalman
What is a Marine Mammal?	Bobbie Kalman
Beavers	Deborah Hodge
Animal Defenses	Etta Kaner and Pat Stephens
shoe box	1
modelling clay	20 pkg.
plain white paper	1
construction paper	8 packs
scanner	1

Notes to Teacher

• There may be a wide range of reading abilities in a Grade 2 classroom. Students who have difficulty reading may require a reading buddy from a higher grade to help them read the material. Students can also use the Internet to help them collect information about their research animal. Because this written assignment is designed for Grade 2, the teacher should only expect students to collect three to five interesting points per heading. Students capable of collecting more should be encouraged to do so. They may need additional time in order to collect their information and complete the writing process.

• In the final part of this subtask, students create a diorama of the animal. The diorama should visually reflect the information stated in the written report.

Teacher Reflections



Appendices

Classroom Critters

Developing Our Writing Skills

Resource List:

Black Line Masters:

Rubrics:

Unit Expectation List and Expectation Summary:

Classroom Critters
Developing Our Writing Skills A Unit for Grade 2

Rubric

- ☐ **Research Report** ST 7
  2

Blackline Master / File

- ☐ **BLM 1.1 All About Cuddles** ST 1
  BLM_1.1_AllAboutCuddles.cwk
- ☐ **BLM 1.2 We Love Cuddles** ST 1
  BLM_1.2_WeLoveCuddles.cwk
- ☐ **BLM 2.1 Rabbit Enemies** ST 2
  BLM_2.1_RabbitEnemies.cwk
- ☐ **BLM 3.1 Sorting and Classifying Nouns** ST 3
  BLM_3.1_SortClassifyNouns.cwk
- ☐ **BLM 5.1 Baby Rabbits - written paragraph** ST 5
  BLM_5.1_BabyRabbitParagraph.cwk
- ☐ **BLM 5.2 Written paragraph rating scale** ST 5
  BLM_5.2_ParaRatingScale.cwk
- ☐ **BLM 6.1 Editing Checklist** ST 6
  BLM_6.1_EditingChecklist.cwk
- ☐ **BLM 7.1 Graphic Organizer** ST 7
  BLM_7.1_GraphicOrganizer.cwk
- ☐ **BLM 7.2 Assessment for Diorama** ST 7
  BLM_7.2_DioramaAssessment.cwk

Licensed Software

- ☐ **1998 Canadian and World Encyclopaedia** Unit
- ☐ **Eyewitness Encyclopaedia of Nature** Unit

Print

- ☐ **Amphibian** ST 7
  Dr. Barry Clarke
  0-7737-2666-7
- ☐ **Animal Defenses** ST 7
  Etta Kaner and Pat Stephens
  1-55074-421-6
- ☐ **Animal Homes** ST 7
  Barbara Taylor
  1-55209-031-0
- ☐ **Animals under the Ground** ST 7
  Allan Fowler
  0-516-26254-8
- ☐ **Bears** ST 7
  Deborah Hodge
  1-55074-269-8
- ☐ **Beavers** ST 7
  Deborah Hodge
  1-55074-429-1
- ☐ **Brrr! A Book About Polar Animals** ST 7
  Melvin and Gilda Berger
  0-439-20165-9
- ☐ **Chomp! A Book about Sharks** ST 7
  Melvin Berger
  0-590-52298-1
- ☐ **Deer, Moose, Elk and Caribou** ST 7
  Deborah Hodge
  1-55074-435-6
- ☐ **Going on a Whale Watch** ST 7
  Bruce McMillan
  0-590-45769-1
- ☐ **Graphic Organizers** Unit
  Jennifer Jacabson and Dottie Raymer
  ISBN 0-590-37884-8
- ☐ **How Do Animals Adapt?** ST 7
  Bobbie Kalman
  0-86505-980-2
- ☐ **How to Write a Simple Report** Unit
  Jennifer Overend Prior
  ISBN 1-57690-502-0
- ☐ **Moose** ST 7
  Diane Swanson
  1-55110-854-2

- ☐ **Rabbits** ST 7
  Sharon Sharth
  1-56766-587-X
- ☐ **Screech! A Book about Bats** ST 7
  Melvin and Gilda Berger
  0-439-20164-0
- ☐ **The Journey of a Whale** ST 7
  Carolyn Scrace
  0-531-15420-3
- ☐ **Welcome to the World of Bears** ST 7
  Daine Swanson
  1-55110-519-5
- ☐ **Welcome to the World of Skunks** ST 7
  Diane Swanson
  1-55110-855-0
- ☐ **Whales** ST 7
  Deborah Hodge
  1-55074035602
- ☐ **What is a Marine Mammal?** ST 7
  Bobbie Kalman
  0-86505-936-5
- ☐ **What is a Rodent?** ST 7
  Bobbie Kalman
  0-86505-923-3
- ☐ **Wolves** ST 7
  Michael George
  1-56766-584-5

Material

- ☐ **bristol board** Unit
  2
  per class
- ☐ **Chart Paper** ST 4
  per class
- ☐ **chart paper** ST 5
  1
  per class
- ☐ **coloured pencils** ST 6
  4
  per person
  red, blue, green, purple
- ☐ **construction paper** Unit
  4
  per person
  various colours
- ☐ **construction paper** ST 7
  8 packs
  per class
- ☐ **Dictionary** ST 6
- ☐ **editing chart** ST 6
  1
- ☐ **experience chart paper** Unit
  1 pkg.
  per class
- ☐ **glue** Unit
  1
  per person
- ☐ **markers** ST 1
  1 pack
  per class
- ☐ **markers** ST 2
  1 pack
  per class
- ☐ **markers** ST 4
  1 pack
  per class
- ☐ **modelling clay** Unit
  20
  per class
  Colours will be mainly brown, grey, black, and white.
- ☐ **modelling clay** ST 7
  20 pkg.
  per class
  approximately four colours per person
- ☐ **notebook** ST 4
  1
  per person

Classroom Critters
Developing Our Writing Skills A Unit for Grade 2

- ☐ **overhead markers** — Unit
  4
  per class
  the markers should be different colours
- ☐ **overhead markers** — ST 6
  4
  per class
  of different colours
- ☐ **overhead transparency** — ST 6
  2
  per class
- ☐ **plain white paper** — ST 7
  1
  per person
- ☐ **Proper Noun Cards** — ST 3
  1
  per person
  Cards should be made in advance and should contain some proper nouns from each category.
- ☐ **red coloured pencil** — ST 4
  1
  per person
- ☐ **scissors** — Unit
  1
  per person
- ☐ **shoe box** — ST 7
  1
  per person
  for diorama

Equipment / Manipulative

- ☐ **chart paper** — ST 1
  1 pack
  per class
- ☐ **chart paper** — ST 2
  1 pack
  per class
- ☐ **overhead projector** — Unit
  1
  per class
- ☐ **overhead projector** — ST 6
  1
  per class
- ☐ **scanner** — ST 7
  1
  per class
- ☐ **SCOPE editing chart** — ST 1
  1
  per class
  BLM 1.4

Other

- ☐ **animal books for research** — Unit
  print
  a varied list of animal books is provided for the research subtask
- ☐ **dictionary** — Unit
  access to a primary dictionary
- ☐ **grammar resource books** — Unit
  print
  Books containing lessons on writing a complete sentence, using a comma, punctuation, capitalization would be useful in cases where students need reinforcement of a skill.

All About Cuddles

Classify the jot notes into the appropriate sub-topics:

1. Appearance
2. Habitat
3. Food
4. Enemies
5. Young

____ - has soft fluffy hair

____ - eats grass, clover, and crops

____ - babies are called kits

____ - eagles, hawks, and owls eat rabbits

____ - make their homes in burrows

____ - feed their babies milk

____ - plant eater

All About Cuddles

____ - in winter search for berries, roots, and twigs

____ - humans kill rabbits for food, fur, and sport

____ - powerful back legs and shorter front legs

____ - grassy meadows, mountains, and deserts

____ - four to six babies born at one time

____ - ears are made to hear well

____ - live in large groups

we love cuddles

cuddles is our classroom pet he is very soft and fluffy to touch cuddles lives in a cage at school but in a burrow outside he likes to eat grass clover crops and rabbit pellets cuddles is safe in our cage but outside he has many enemies eagles hawks and owls eat rabbits humans also kill rabbits for food fur and sport we love to have cuddles as our classroom pet

Rabbit Enemies

Rabbits have many enemies. Some rabbits never get to be a year old. Eagles, hawks, and owls fly overhead, looking for rabbits. Rabbits are chased by foxes, bobcats, wolves, and dogs. Sometimes, snakes and weasels can crawl into rabbit burrows and kill the young. Humans kill rabbits for their fur and also for food and sport.

Jot Notes

- _____
- _____
- _____
- _____
- _____

Sorting and Categorizing Nouns

Tuesday
New York
March
Valentine's Day
Karen
October
Iris Street
Canada
Soo Lin
January
Ottawa
Saturday
Aunt Sarah
Easter
Asia
Tom

Places	People	Things

Sorting and Categorizing Nouns

Tuesday
New York
March
Valentine's Day
Karen
October
Iris Street
Canada
Soo Lin
January
Ottawa
Saturday
Aunt Sarah
Easter
Asia
Tom

Places	People	Things

Baby Rabbits

___ male rabbit called a buck

___ female rabbit is called a doe

___ 4-6 babies born

___ babies are called kits

___ babies are blind and deaf

___ drink milk from their mother

Rating Scale for Written Paragraph

	Well done !	Satisfactory	Needs Improvement
Sentences are in complete form.			
All information is included			
Sentences begin with varied vocabulary			

Editing Checklist

I have checked my work for spelling errors and used resources to confirm spelling.	
I have checked my work for capitals.	
I have checked my work for omissions.	
I have checked my work for punctuation.	
Everything else looks fine (neatness, organization, etc.)	

BLM 7.1

Graphic Organizer for Collecting Research Information

Habitat

-

-

-

Appearance

-

-

-

Food

-

-

-

Topic:_____

Enemies

-

-

-

Young

-

-

-

Assessment for Diorama

Student Name:_____

Diorama includes the elements of design (colour, shape, form, space, texture).	1 2 3 4
The presentation is clear and enhances the content of the report.	1 2 3 4
The diorama shows evidence of planning and is neatly done.	1 2 3 4

Student Name:_____
Date:_____

Research Report
for use with Subtask 7 : Reporting On . . .
from the Grade 2 Unit: **Classroom Critters**

Expectations for this Subtask to Assess with this Rubric:

2e1 • communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g., write a paragraph describing a trip to the farm for classmates);

2e7 • use and spell correctly the vocabulary appropriate for this grade level;

2e8 • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).

2e15 – use capital letters for proper nouns (e.g., holidays, place names, titles);

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Application of Language Conventions **2e7, 2e8, 2e15** use of commas, capitals, periods and spelling	- correctly uses a few of the conventions studied (e.g., capital letter for proper nouns, a comma to separate items in a list, correct spelling for animal research vocabulary)	- correctly uses some of the conventions studied (e.g., capital letter for proper nouns, a comma to separate items in a list, correct spelling for animal research vocabulary)	- uses most of the conventions studied (e.g., capital letter for proper nouns, a comma to separate items in a list, correct spelling for animal research vocabulary)	- uses all of the conventions studied (e.g., capital letter for proper nouns, a comma to separate items in a list, correct spelling for animal research vocabulary)
Reasoning **2e1** - understanding of the topic, relevance of supporting facts and details	- information is based primarily on student's personal knowledge - a few supporting facts and details are included providing a simple explanation and its characteristics	- information is based primarily on a single resource and student's personal knowledge - the student uses some of the information to support the topic and provides some clarity in the explanation about their animal and its characteristics	- information is based on a few resources and personal knowledge - the student uses the information to support the topic and clearly provides an explanation about their animal and its characteristics	- the information is based on a variety of resources - the student uses the information to thoroughly support the topic and provides a well developed explanation about their animal and its characteristics
Communication **2e1, 2e8** - word usage and variety	- the student makes limited use of science vocabulary (habitats, enemies) to describe their animal	- the student makes some use of science vocabulary (habitats, enemies) to describe their animal	- the student makes general use of science vocabulary (habitats, enemies) to describe their animal	- the student makes extensive use of science vocabulary (habitats, enemies) to describe their animal
Organization of ideas grouping of information into sub-topics	- the student demonstrates the ability to organize a few ideas into the five subtopics - a few headings are included	- the student demonstrates the ability to organize some of the information into the five subtopics - some headings are used to organize the information	- the student demonstrates the ability to organize the information appropriately into the five subtopics - headings are used to organize each subtopic	- the student demonstrates the ability to organize information effectively and logically into subtopics - headings are fully labelled and detailed

Classroom Critters

Developing Our Writing Skills A Unit for Grade 2

		Selected	Assessed
English Language---Writing			
☐ 2e1	• communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g., write a paragraph describing a trip to the farm for classmates);	1	1
☐ 2e2	• organize ideas in a logical sequence (e.g., write stories that have a beginning, middle, and end);		1
☐ 2e5	• use some materials from other media (e.g., collage) to enhance their writing;	1	
☐ 2e6	• revise and edit written work, focusing on specific features (e.g., sequence of ideas), with assistance from the teacher;	3	
☐ 2e7	• use and spell correctly the vocabulary appropriate for this grade level;	2	1
☐ 2e8	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).	2	1
☐ 2e15	– use capital letters for proper nouns (e.g., holidays, place names, titles);	2	1
☐ 2e16	– use a comma correctly to separate items in a list, in dates, and in addresses;	1	1
☐ 2e20	– begin to use resources (e.g., personal dictionary, classroom-displayed vocabulary) to confirm spelling;	2	
☐ 2e21	– use words from their oral vocabulary, personal word lists, and class lists compiled through brainstorming;	2	
English Language---Reading			
☐ 2e34	– restate information in a short non-fiction text in their own words;	3	
Science and Technology---Life Systems			
☐ 2e13	– ask questions about and identify some needs of different animals with which they are familiar, and explore possible answers to these questions and ways of meeting these needs (e.g., examine different kinds of teeth and explain how their shape enables an animal to bite, tear, or grind its food);	1	
☐ 2e15	– use appropriate vocabulary in describing their investigations, explorations, and observations (e.g., use the words egg, caterpillar, larva, chrysalis, and adult in describing the metamorphosis of a butterfly);		1
☐ 2e22	– describe the life processes of an animal that they have observed (e.g., the eating habits, movement, rest patterns, and breathing of a mealworm);	1	
The Arts---Visual Arts			
☐ 2e28	• produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to familiar audiences;	1	

Expectation Summary

Selected | Assessed

Classroom Critters

Developing Our Writing Skills A Unit for Grade 2

English Language

2e1	1	1	2e2	1	2e3		2e4		2e5	1		2e6	3		2e7	2	1	2e8	2	1	2e9		2e10	
2e11			2e12		2e13		2e14		2e15	2	1	2e16	1	1	2e17			2e18			2e19		2e20	2
2e21	2		2e22		2e23		2e24		2e25			2e26			2e27			2e28			2e29		2e30	
2e31			2e32		2e33		2e34	3	2e35			2e36			2e37			2e38			2e39		2e40	
2e41			2e42		2e43		2e44		2e45			2e46			2e47			2e48			2e49		2e50	
2e51			2e52		2e53		2e54		2e55			2e56			2e57			2e58			2e59		2e60	
2e61			2e62		2e63		2e64		2e65															

Mathematics

2m1			2m2		2m3		2m4		2m5			2m6			2m7			2m8			2m9		2m10	
2m11			2m12		2m13		2m14		2m15			2m16			2m17			2m18			2m19		2m20	
2m21			2m22		2m23		2m24		2m25			2m26			2m27			2m28			2m29		2m30	
2m31			2m32		2m33		2m34		2m35			2m36			2m37			2m38			2m39		2m40	
2m41			2m42		2m43		2m44		2m45			2m46			2m47			2m48			2m49		2m50	
2m51			2m52		2m53		2m54		2m55			2m56			2m57			2m58			2m59		2m60	
2m61			2m62		2m63		2m64		2m65			2m66			2m67			2m68			2m69		2m72	
2m73			2m74		2m75		2m70		2m71			2m76			2m77			2m78			2m79		2m80	
2m81			2m82		2m83		2m84		2m85			2m86			2m87			2m88			2m89		2m90	
2m91			2m92		2m93		2m94		2m95			2m96			2m97			2m98			2m99		2m100	
2m101			2m102		2m103		2m104		2m105			2m106			2m107			2m108			2m109		2m110	
2m111			2m112																					

Science and Technology

2s1			2s2		2s3		2s4		2s5			2s6			2s7			2s8			2s9		2s10	
2s11			2s12		2s13	1	2s14		2s15		1	2s16			2s17			2s18			2s19		2s20	
2s21			2s22	1	2s23		2s24		2s25			2s26			2s27			2s28			2s29		2s30	
2s31			2s32		2s33		2s34		2s35			2s36			2s37			2s38			2s39		2s40	
2s41			2s42		2s43		2s44		2s45			2s46			2s47			2s48			2s49		2s50	
2s51			2s52		2s53		2s54		2s55			2s56			2s57			2s58			2s59		2s60	
2s61			2s62		2s63		2s64		2s65			2s66			2s67			2s68			2s69		2s70	
2s71			2s72		2s73		2s74		2s75			2s76			2s77			2s78			2s79		2s80	
2s81			2s82		2s83		2s84		2s85			2s86			2s87			2s88			2s89		2s90	
2s91			2s92		2s93		2s94		2s95			2s96			2s97			2s98			2s99		2s100	
2s101			2s102		2s103		2s104		2s105			2s106			2s107			2s108			2s109		2s110	

Social Studies

2z1			2z2		2z3		2z4		2z5			2z6			2z7			2z8			2z9		2z10	
2z11			2z12		2z13		2z14		2z15			2z16			2z17			2z18			2z19		2z20	
2z21			2z22		2z23		2z24		2z25			2z26			2z27			2z28			2z29		2z30	
2z31			2z32		2z33		2z34		2z35			2z36			2z37			2z38			2z39		2z40	
2z41			2z42		2z43		2z44		2z45			2z46			2z47			2z48						

Health & Physical Education

2p1			2p2		2p3		2p4		2p5			2p6			2p7			2p8			2p9		2p10	
2p11			2p12		2p13		2p14		2p15			2p16			2p17			2p18			2p19		2p20	
2p21			2p22		2p23		2p24		2p25			2p26			2p27			2p28			2p29		2p30	
2p31			2p32		2p33		2p34		2p35			2p36			2p37			2p38			2p39		2p40	
2p41																								

The Arts

2a1			2a2		2a3		2a4		2a5			2a6			2a7			2a8			2a9		2a10	
2a11			2a12		2a13		2a14		2a15			2a16			2a17			2a18			2a19		2a20	
2a21			2a22		2a23		2a24		2a25			2a26			2a27			2a28	1		2a29		2a30	
2a31			2a32		2a33		2a34		2a35			2a36			2a37			2a38			2a39		2a40	
2a41			2a42		2a43		2a44		2a45			2a46			2a47			2a48			2a49		2a50	
2a51			2a52		2a53		2a54		2a55			2a56			2a57			2a58			2a59		2a60	
2a61			2a62		2a63		2a64		2a65			2a66			2a67									

Classroom Critters
Developing Our Writing Skills A Unit for Grade 2

Analysis Of Unit Components

7 Subtasks
29 Expectations
68 Resources
53 Strategies & Groupings

-- Unique Expectations --
11 Language Expectations
3 Science And Tech Expectations
1 Arts Expectations

Resource Types

1 Rubrics
9 Blackline Masters
2 Licensed Software
23 Print Resources
0 Media Resources
0 Websites
24 Material Resources
6 Equipment / Manipulatives
0 Sample Graphics
3 Other Resources
0 Parent / Community
0 Companion Bookmarks

Groupings

5 Students Working As A Whole Class
2 Students Working In Pairs
6 Students Working Individually

Teaching / Learning Strategies

1 Advance Organizer
2 Brainstorming
2 Classifying
1 Demonstration
2 Discussion
1 Mnemonic Devices
1 Model Making
1 Practice And Drill
1 Read Along
1 Research Process
1 Think / Pair / Share
1 Word Sort (sorting And Predicting)
3 Workbook/work Sheets
2 Writing Process

Assessment Recording Devices

4 Anecdotal Record
2 Checklist
2 Rating Scale
1 Rubric

Assessment Strategies

2 Conference
1 Exhibition/demonstration
6 Observation
2 Performance Task